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ABSTRACT

This report is designed for educators who are involved in teaching, developing, or evaluating curriculum in Florida's high schools. It describes the content and application of Florida's 10th grade writing test, and it offers suggestions that might be helpful in preparing students for the assessment. The 1990 Florida legislature mandated the assessment of student writing at grades 4, 8, and 10. Within each classroom, students are randomly assigned one of two writing prompts. Tenth graders respond to a prompt that asks them to explain something (expository writing) or persuade (persuasive writing). Students are asked to plan their responses and write them within 45 minutes. The report is divided into these sections: (1) "What Is Effective Writing?"; (2) "The Florida Writing Assessment Program"; (3) "Scoring Method and Rubric Used in 1999"; (4) "Expository Responses from the 1999 Assessment"; and (5) "Persuasive Responses from the 1999 Assessment." The expository and persuasive responses contain actual samples of student essays from the test. Eight appendixes contain supplemental information about the assessment and 43 recommended readings for educators. (SLD)

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FLORIDA WRITES!

Report on the 1999 Assessment

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Florida Writing Assessment Program

FLORIDA WRITES!
REPORT ON THE 1999 ASSESSMENT

GRADE 10

FLORIDA WRITING ASSESSMENT PROGRAM

Assessment and Evaluation Services Section
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PREFACE

Dear Educators:

In order to improve statewide assessment in Florida and to test students' writing achievement, the 1990 Florida Legislature mandated the assessment of students' writing in grades 4, 8, and 10. The Florida Writing Assessment Program was established in response to this legislative action.

The development of this assessment began in fall 1990. The Assessment and Evaluation Services Section of the Department of Education reviewed the latest advances in writing assessment and conferred with writing and curriculum consultants from Florida and from other states with established writing assessment programs. The Department, with the assistance of advisory groups of teachers, school and district administrators, and citizens, developed the writing prompts (topics) and the scoring rubric (description of writing at each score point) and selected student responses to represent each score point.

For this assessment, each student is given a writing folder containing a prompt. Students are given 45 minutes to read the prompt independently, plan their responses, and write their responses in the folders. A separate sheet is provided for planning and prewriting activities (e.g., outlining, clustering, mapping, and jotting down ideas). Within each classroom, students are randomly assigned one of two prompts. Fourth grade students respond to a prompt that asks them to explain (expository writing) or tell a story (narrative writing); eighth and tenth grade students respond to a prompt that asks them to explain (expository writing) or persuade (persuasive writing). See Appendix D for examples of the writing folder, planning sheet, and assessment directions given to students.

Florida Writes! Report on the 1999 Assessment, Grade 10 is designed for educators who are involved in teaching or developing or evaluating curriculum in the high schools. This publication describes the content and application of the grade 10 writing test, and it offers suggestions for activities that may be helpful in preparing students for the assessment.

If you have questions, please ask your school coordinator or district coordinator of assessment for assistance. Further, the staff of the Assessment and Evaluation Services Section is available to respond to questions concerning the writing assessment or this publication. Please write or telephone

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WHAT IS EFFECTIVE WRITING?

EFFECTIVE WRITING DESCRIBED

A well-written piece can best be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view. Effective writing

- focuses on the topic and avoids extraneous or loosely related information;
- establishes a clear organizational pattern (a beginning, middle, and end and transitional devices) that enables the reader to follow the flow of ideas;
- contains supporting ideas that are elaborated through the use of details, examples, vivid language, and mature word choice; and
- follows the conventions of standard written English (e.g., punctuation, capitalization, and spelling) and includes a variety of sentence structures.

ACHIEVING EFFECTIVE WRITING

The best way to teach writing is to engage students in the writing process. This recursive process includes planning, writing, revising, and editing.

As students become more proficient, the amount of time they spend on each step in the process may shorten, and the necessity for teacher involvement should lessen.

FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY

Florida's System of School Improvement and Accountability provides direct guidance for writing instruction. Of the seven goals set forth, Goal 3 - Student Performance, is of particular importance to the instruction of writing. As defined by Standard 2 of Goal 3, students will "record information in writing; compose and create communications; accurately use language, graphic representations, styles, organizations, and formats appropriate to the language, information, concept, or idea and the subject matter, purpose, and audience; and include supporting documentation and detail." The Sunshine State Standards support the use of effective writing as outlined in the Language Arts Writing Strand benchmarks, which identify the highest expectations for student writing as defined by score point 6 of the Florida Writing Assessment Program rubrics.

The competencies listed in Florida's System of School Improvement and Accountability are integral to all aspects of writing instruction and, with the Sunshine State Standards for language arts, mathematics, science, social studies, the arts, health/physical education, and foreign languages, form the basis of learner expectancies and lifelong writing skills.

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FLORIDA'S DIRECT WRITING ASSESSMENT

In the past decade, teachers, school districts, state departments of education, and national assessment programs have attempted to move away from multiple-choice tests and toward the direct assessment of writing proficiency. Direct writing assessment applies many of the principles used by exemplary teachers to develop effective writing.

In striving to standardize direct writing assessment, educators have discovered that large-scale assessments involve inherent limitations. While a classroom teacher has the luxury of making notes and adding personal comments on students' papers, this type of feedback is impossible in a large-scale assessment in which several hundred thousand student papers must be read and scored. On the other hand, the strength of a large-scale assessment is that all student papers can be judged against a common standard. The result is a source of statewide information that can be used to characterize writing performance on a consistent basis. This information can be used as one indicator of a writing instruction program's strengths and weaknesses.

Florida's direct writing assessment can best be described as demand writing. Demand writing assessments involve assigned topics, timed writings (e.g., 45 minutes), and scored reponses. This kind of assessment has been used in classrooms (e.g., essay questions on a social studies test), in several large-scale assessments (e.g., National Assessment of Educational Progress [NAEP], the Scholastic Aptitude Test [SAT], the American College Testing Program [ACT], and Florida's College-Level Academic Skills Test [CLAST]), and by many employers during the job interview process. For a statewide assessment, demand writing involves less preparation time for students and teachers and less time and money for scoring than project or portfolio assessments. (See Appendix B for definitions of project and portfolio assessments.)

The Florida Writing Assessment Program has adopted demand writing as an efficient and effective method of assessing Florida's tenth graders. For this program, students are expected to produce, within a 45-minute time period, a focused, organized, supported **draft** in response to an assigned topic.

PREPARING STUDENTS FOR THE FLORIDA WRITING ASSESSMENT

The skill of effective writing cannot be taught in several easy lessons. By giving students frequent opportunities to express themselves, teachers and parents can enhance students' success in writing. A curriculum that consistently emphasizes reading and the use of spoken and written language in all subject areas and at all grade levels will increase students' ability to write effectively for a variety of purposes.

Appendix C contains suggestions for how district- and school-level administrators, teachers, and parents or guardians can help prepare students for the assessment.

THE FLORIDA WRITING ASSESSMENT PROGRAM

DESCRIPTION OF THE WRITING PROMPTS

The prompts for the 1999 assessment were carefully selected to ensure that the subject matter was interesting and appropriate for tenth grade students. In addition, prompts were reviewed for offensive or biased language relating to religion, gender, and racial or ethnic background.

All prompts were written with the assistance of members of the Tenth Grade Writing Assessment Advisory Committee and were pilot tested on a small group of students, then field tested on 1,000 students across the state. The development of prompts is a continuing process. The Department will continue to write, review, pilot test, and field test additional prompts for measuring writing proficiency. See Appendix E for more information on the procedures used by the advisory committee to write and review prompts.

Prompts are written to elicit writing for specific purposes. For instance, expository prompts ask students to explain why or how, and persuasive prompts require students to convince a person to accept a point of view or to take a particular action.

Prompts have two basic components: the writing situation and the directions for writing. The writing situation orients students to the subject about which they are to write. The directions for writing set the parameters for writing and, in the case of persuasive prompts, identify the audience to whom the writing is directed.

Example of an Expository Prompt

Below is an example of an expository prompt. The first component orients the student to the topic: jobs or chores. The second component suggests that the student think about various jobs or chores, then write about the reasons he or she does the job or chore.

Writing Situation:

Everyone has jobs or chores.

Directions for Writing:

Think about why you do one of your jobs or chores.

Now explain why you do your job or chore.

Example of a Persuasive Prompt

In the prompt below, the first component (the topic) focuses on the effects of watching television. The second component suggests that the student think about how watching television affects grades, then write about the reasons the school principal should accept the student's point of view.

Writing Situation:

The principal of your school has been asked to discuss with a parent group the effect watching TV has on students' grades.

Directions for Writing:

Think about the effect watching TV has on your grades and your friends' grades.

Now write to convince your principal to accept your point of view on the effect watching TV has on grades.

SCORING OF THE SPRING 1999 ASSESSMENT

Students' papers were scored in April. Prior to the scoring session, members of the advisory committee met on two separate occasions to read student responses and to select papers to represent each score point. These papers were then used by the scoring subcontractor, Measurement Incorporated, to train the readers.

As a service to the districts, 40 teachers and school- and district-level administrators were trained along with the 200 readers who were hired to score the responses. The actual readers for the three-week scoring session were Florida residents who were required to have a minimum of a bachelor's degree in education, English, or a related field and to satisfactorily complete the training session.

As part of the actual scoring session, readers first took part in three days of intensive training. Each reader scored one of the two types of writing. The scoring director and team leaders for each type of writing were responsible for training and assisting readers during the scoring. A scoring guide that contained the scoring rubric and example papers for each score point provided the basis for developing a common understanding of the standards recommended by the advisory committee. To ensure accuracy in the scoring, readers were required to adhere to the advisory committee's standards during the scoring session. Appendix F lists the potential reader bias issues discussed with the readers.

While the actual scoring was taking place, the scoring directors and team leaders verified the scores readers assigned to papers and answered the questions readers asked about unusual and unscorable papers. Additional methods used to ensure that all readers were adhering to scoring standards included having two readers score each student response and having readers score sets of papers that had been prescored by the advisory committee.

SCORING METHOD AND RUBRIC USED IN 1999

DEFINITION OF HOLISTIC SCORING

Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. The holistic method used in Florida requires readers to evaluate the work as a whole, while considering four elements: focus, organization, support, and conventions. This method is sometimes called focused holistic scoring. In this type of scoring, readers make a judgment about the entire response rather than focusing exclusively on any one aspect.

Focus

Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point.

- Papers receiving lower and middle scores may contain information that is loosely related, extraneous, or both.
- Papers receiving higher scores demonstrate a consistent awareness of the topic and avoid loosely related or extraneous information.

Organization

Organization refers to the structure or plan of development (beginning, middle, and end) and the relationship of one point to another. Organization refers to the use of transitional devices (terms, phrases, and variations in sentence structure) to signal (1) the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the connections between and among sentences.

- Papers receiving lower scores may lack transitional devices and summary or concluding statements.
- Papers receiving higher scores use transitional devices (signals of the text plan or structure) and developed conclusions.

Support

Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, credibility, and thoroughness.

- Papers receiving lower and middle scores may contain support that is a bare list of events or reasons, support that is extended by a detail, or both.
- Papers receiving higher scores provide elaborated examples and fully developed illustrations, and the relationship between the supporting ideas and the topic is clear.

Conventions

Conventions refer to the punctuation, capitalization, spelling, and sentence structure. These conventions are basic writing skills included in Florida's Sunshine State Standards.

- Papers receiving lower and middle scores may contain some or many errors in punctuation, capitalization, spelling, and sentence structure, and may have little variation in sentence structure.

- Papers receiving higher scores follow, with few exceptions, the conventions of punctuation, capitalization, and spelling, and use a variety of sentence structures to present ideas.

SCORE POINTS IN RUBRIC

The rubric further interprets the four major areas of consideration into levels of achievement. The rubric used to score papers in spring 1999 is shown below.

6 Points

The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

5 Points

The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

4 Points

The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

3 Points

The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support is uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

2 Points

The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

1 Point

The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

Unscorable

The paper is unscorable because

- the response is not related to what the prompt requested the student to do,
- the response is simply a rewording of the prompt,
- the response is a copy of a published work,
- the student refused to write,
- the response is illegible,
- the response is written in a foreign language,
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed).
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt, or
- the writing folder is blank.

Appendix G contains instructional implications for each score point.

EXPOSITORY RESPONSES FROM THE 1999 ASSESSMENT

DEFINITION OF EXPOSITORY WRITING

The purpose of this type of writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear, central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding. These facts, examples, and definitions are objective and not dependent on emotion, although the writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic.

DESCRIPTION OF THE EXPOSITORY PROMPT USED IN 1999

The annotated papers in this section represent responses to a prompt that directed students to explain why they might choose a particular career. Students were asked to give an explanation that would enable the reader of their paper to understand their choice.

SUMMARY OF THE EXPOSITORY RESPONSES WRITTEN IN 1999

Students responding to this prompt generally selected a career that might interest them. A paper was scorable if the student chose a career and provided an explanation for his or her choice. Papers that focused on why the career was selected, displayed an organizational pattern, contained developed support (reasons), and followed the conventions of writing were scored in the higher ranges of the scale.

SUGGESTIONS FOR USE OF THE ANNOTATED RESPONSES

Each response in this publication is annotated to explain why it was assigned a particular score. Teachers may use the responses on the following pages to improve students' writing skills and to help students understand the scoring criteria. Teachers can also delete the scores and annotations and make transparencies or copies of the responses. They can then ask students to

- rank order the responses from highest to lowest scores;
- highlight words and phrases that provide an organizational structure and develop the supporting ideas in a response;
- list the strengths and weaknesses of a response;
- revise and edit a response based on either a student-generated list of the strengths and weaknesses or the annotation beneath the response. This activity might include improving the introduction and conclusion, adding transitional devices, providing more details and examples, refining the word choice, and varying the sentence structure; and
- use the rubric and skills above to score student responses to similar writing prompts.

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Over the past 11 years of my life, my plans for my future career have changed many, many times. I've wanted to be an actress, a teacher, a baseball player and a doctor (even though I'm terrified of blood!), just to name a few. Now, I am seriously considering becoming a geneticist. This decision came shortly after reading "Chapter 15: Human Genetics" in my biology book. However, I don't think it will be a fleeting decision. In the field of genetics, one has the opportunity to work in a relatively new science field, cure genetic diseases, and help people learn more about themselves.

Genetics is a relatively new science field. People are literally discovering new things everyday. Each dawning day brings new ways to make a better banana, richer milk, or a graft skin cells on to the back of a human embryo so that the child can walk. Just yesterday, I read that scientists may have found the immune system molecule that causes asthma, a potentially lethal condition. With all these new discoveries and experiments being performed, I could never be bored.

The second reason I want to be a geneticist is to ease suffering. There are so many horrible genetic diseases, many affecting small children. Tay-Sachs disease kills children at a very young age, but not before slowly tearing apart their bodies first. Or Huntington's Disease, which affects the brain, men and women don't even know they have it until they reach middle age and their mind slowly stops to function. Most of these diseases are caused by a single defective gene. If we could

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kind this one gene, thousands of lives would be saved. This gene could plausibly be repaired while the child is still a tiny embryo. If I could save only one child from the horrors of Tay-Sachs disease, save one husband the grief of losing his wife at an early age, I would have considered my life a success.

Finally, I would like to be a geneticist because of a world-wide project - the Human Genome Project. Top geneticists are working around the clock on this multi-million dollar plan - to find the DNA code of humans. When this is completed (which will be anywhere from five to 15 years in the future), we will have a basic understanding of how we tick. We will know which proteins code for what amino acid and which enzyme caused a certain reaction. With this knowledge it will be easier to locate disease causing genes, and will enable us to produce more "normal, right" genes.

To some, the field of genetics might seem dull, but to me it represents a gateway to the future. This new field will save lives and provide us with a better understanding of ourselves. Some say genetics will be the downfall of the world as we now know it. I think that, if the knowledge gained from genetics is used properly, we will have a a world that is better than anyone could ever have imagined.

Score Point 6

This writing is focused and purposeful, and it reflects a commitment to and involvement with the subject. The organizational pattern begins with an introduction describing how the writer decided to become a geneticist: "This descision came shortly after reading 'Chapter 15: Human Genetics' in my biology book; however, I don't think it will be a fleeting descision." Reasons for this career choice are substantially elaborated with specific details: "Each dawning day brings new ways to make a better banana, richer milk, or graft skin cells onto the back of a human embryo so that the child can walk." Additional information is provided in the conclusion: "Some say genetics will be the downfall of the world as we now know it. I think that, if the knowledge gained from genetics is used properly, we will have a a world that is better than anyone could ever have imagined." A mature command of language with freshness of expression is demonstrated. Sentence structure is varied, and few convention errors occur.

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If I were faced with choosing a career today, the most logical choice is that of an attorney. Personally, I wish to follow a line of work that would provide excitement on a day to day basis. To me, a lawyer's job could provide me with endless opportunities for ~~advancement~~ excitement. I could ~~amass great wealth~~ have fun, gain respectability, and most importantly, gain ~~self-sufficiency~~ respect. To summize this line of work attracts me because of its constantly changing and adventurous nature, and the possibility of helping people.

I picture a courtroom. Filled with anticipation, my client and I stand to hear the verdict from the jury foreman. A hush befalls the entire room. "Not guilty," the foreman states, and a joyous eruption ensues. I have won my first major case and have gained national notability. Scenes similar to this replay in my mind, whenever I imagine which career I might persue. Furthermore, television shows add to my fervor with their fantastic depictions of the excitement surrounding law. Shows such as "Law and Order" and "The Practice" entice me to become that defense attorney or even the prosecutor, duking it out on that courtroom floor. Subsequently, I could never imagine myself becoming bored with the circus they call law. To transition from very innately different cases would be an adventure in itself. Also, law is a multifaceted career field. I could look for work in criminal law, corporate law, or civil law. This wide-open scope

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of opportunity would never become boring like an old toy that collects dust in a closet. It would better compare to "Legos": you can do anything with it.

In addition, law offers me the chance to help people. To make an impact on a human life would be a great joy. Whether its the wrongfully accused murder suspect, the parents of a drunk driver's victim, or even a para-palegic suing their doctor for malpractice; the opportunity always exists. Law would offer me the chance to make a difference in someone's life, to right the wrongs if you will. Surely this could become saddening work, even burdening, but to me it would not matter. To offer someone that shining ray of hope, even for a brief second would be reward enough to tide me over.

In conclusion, law offers everything I could possibly want in a career. Sure, it is high paying and glamourized, but many less worthwhile careers are too. It also best suits my needs and personality. A career that is adventurous and that allows me to help others is exactly what I am looking for; and in my opinion, to be a lawyer would do just that.

Score Point 6

The response is focused and purposeful, and the writer shows a commitment to and involvement with the subject. The organizational pattern provides for a logical progression of ideas: "To summize this line of work attracts me because of its constantly changing and adventurous nature and the possibility of helping people." Substantial and specific support is provided for each reason: "Furthermore, television shows add to my fervor with their fantastic depictions of the excitement surrounding law. Shows such as "Law and Order" and "The Practice" entice me to become that defense attorney or even the prosecutor, duking it out on that courtroom floor." A mature command of language with freshness of expression is demonstrated: "Whether its the wrongfully accused murder suspect, the parents of a drunk driver's victim, or even a parapalegic suing their doctor for malpractice; the opportunity always exists." Sentence structure is varied, and occasional errors in word choice and conventions do not interfere with meaning.

19

If I had to choose a career today, I would probably become a computer programmer. Computers are an important part of today's world, and since I have been using one since I was three, I will be the perfect candidate for the job. I also feel that you should love what you do, and computers are like part of my family. Therefore I would become a computer programmer.

First of all, you can't leave your house nowadays without hearing about computers. There everywhere! In your television, your microwave, right down to the chips in your watch. There's no avoiding those little rascals! None of that stuff would even work, if it wasn't for the person who programmed it. I feel that a computer programmer is an integral part of the world today, and it is only going to become more so in the future.

Next, I'd like to point out, as I said before, that I have been using a computer ever since I was three years old. My father has been a computer programmer for over thirty years now, and you can't be related to someone like that without picking up a little something here and there. I have been raised with computers as a way of life, and I would like to continue it that way. In the past year, I have even begun to write my own programs. I use microsoft Q-basic, which a very simple programming language, but after I master it, I can move on to bigger and better things! Since I am already computer literate, and would not have to learn a language, a programming position would be perfect for me.

Last, but certainly not least, I should become a programmer because I would enjoy it. I have taken trips to my

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father's office and love to see what he does. I feel that whatever anyone does, they should either do it because they love it, or find a way to enjoy yourself anyways. If your job is going to make you miserable, then there's not much point in doing it. I love computers and learning about how they work, and I feel that means that I should be doing nothing else.

In conclusion, I think that I will become a computer programmer when I grow up. I am already pruned to computers and how they work. I enjoy the profession, which is the most important thing of all. And a programmer is an important part of today's society, and I feel it is only going to become more important. That's why I feel I should be a computer programmer, but as long as I enjoy it, that's all that matters.

Score Point 5

This response is focused, and its organizational pattern provides for a logical progression of ideas. Reasons for the career choice are woven into the introduction. The first two reasons, in paragraphs two and three, include specific details: "There everywhere! In your television, your microwave, right down to the chips in your watch. There's no avoiding those little rascals!" However, support for the last reason, "I would enjoy it," is vague and general: "I have taken trips to my father's office and love to see what he does. I feel that whatever anyone does, they should either do it because they love it, or find a way to enjoy yourself anyways." What parts of the father's job does the writer enjoy? How could someone learn to enjoy doing a job if he or she does not enjoy the job itself? A mature command of language and variation in sentence structure are demonstrated. Conventions are generally followed.

To receive the highest score, this response needs more consistent elaboration of support.

Choosing a career is an important part of growing up it is not something to be taken lightly There are so many things one has to think about; what you like to do now, what you wouldnt mind to still be doing ten or twenty years down the road, and what job will pay good. I have considered all these things and decided that I would love to go into the medical field, either as a nurse, a docter, or a physical therapist.

If someone would have asked me four years ago, "would you ever want to be a doctor?", I would have said, "NO WAY!". This is a totally newfound desire. In the past two years I have discovered that I have a passion for science and learning about the human body itself. I am currently in Chemistry and I am planning to take physics next year, along with a high school and college course of Anatomy. My father always wanted me to be a nurse so he is pleased. My mother is pleased also. She just grosses out whenever I want to watch an operation on television!

Nursing, along with all the other positions in the medical field, are very worthwhile commitments. They are only

worthwhile, though. If one has a true desire for the profession. Anyone who doesn't have the burning passion will feel as though they are wasting their time, because it does take alot of hard work. If one is a qualified medical person, say a nurse, then it is not very hard to find a decent, good paying job. I have a friend who's mom work as a nurse in the hospital for only three days a week, a couple hours each day, and she make boocoodles of money! I can only imagine what the doctors must make

My final reason of desire is saving lives. How awesome is it to think that one person has basic control over another's destination? Of course this isn't in all cases. That is just so neat to me. Also just to have the feeling that I had a part in saving someone's life, or at least making an effort to.

I hope that I have shown you, that a position in the medical field is my true desire. Although it is alot of schooling and hard work, in the end if you have saved one person's life, it is truly worth it.

Score Point 5

This response focuses on the student's desire to "go into the medical field, either as a nurse, a docter, or a physical therapist." A traditional organizational pattern and effective transitional devices provide for a logical progression of ideas. Specific details and examples provide ample elaboration of support. The second and third paragraphs are especially strong and detailed, but the "saving lives" paragraph contains generalities: "My final reason of desire is saving lives. How awesome is it to think that one person has basic control over another's destination? Of course this isn't in all cases. That is just so neat to me. Also just to have the feeling that I had a part in saving someone's life, or at least making an effort to." The writing demonstrates a mature command of language, some precision in word choice, and variation in sentence structure. Conventions are generally followed.

Substantial elaboration of all supporting ideas is needed for a higher score.

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A job is a persons life. A persons life revolves around their job. A career that interests me is photo journalism. This field of photography intrigues me because it will let me travel, I will experience situations never before witnessed, and I will meet knew people by telling their story.

Photography is an exciting area of work It allows a person to be creative without any guidelines and at the same time it has structure. Photo journalism could let me travel throughout the state, country or even world. I will be able to share my experiences with people and have pictures to hold all my memories even after I die.

People go through life everyday with the threat of war. I can open peoples eyes to the grotesqueness and horror it has on innocent people. I might be able to capture on film a picture of a P.O.W. that will tell his family that he is alive. I might witness car accidents, dead bodies, and sinking ships. People will see the world through my pictures and then develop their own opinion of society.

Photography is a wonderful way to meet people. I might be able to travel to Africa and visit a small tribe or visit a family living in the rain forest. I can meet criminals, teachers, businessmen, government officials or innocent bystanders. The possibilities are endless.

If I become a photojournalist my horizons will broaden. I will view the world in a new light,

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I will be somebody's eyes to the rest of the world. I will grow wiser, more understanding of people's pain, and creative. Photo journalism is intriguing to both the photographer and the reader.

Score Point 4

In this response, the writer has focused on a career in photojournalism, and an organizational pattern is apparent. The support is consistently developed, but sometimes lacks specificity: "Photography is an exciting area of work. It allows a person to be creative without any guidelines and at the same time it has structure. Photo journalism could let me travel throughout the state, country, or even world. I will be able to share my experiences with people and have pictures to hold all my memories even after I die." The third paragraph contains some specificity: "I can open peoples eyes to the grotesqueness and horror it has on innocent people. I might be able to capture on film a picture of a P.O.W. that will tell his family that he is alive. I might witness car accidents, dead bodies, and sinking ships." Sentence structure variation and precise word choice are particular strengths of this response: "If I become a photojournalist my horizons will broaden. I will view the world in a new light. I will be somebody's eyes to the rest of the world. I will grow wiser, more understanding of people's pain, and creative. Photojournalism is intriguing to both the photographer and the reader." Conventions are generally followed.

More consistent and specific elaboration of support is needed for this response to receive a higher score.

"One, two, three! "The Polish Scorpion" wins! We have a new WWF Champion!" That would be one of the many things I would like to hear if I were a professional wrestler. Professional Wrestling is a wonderful career option. As a wrestler, not only would you get paid well to have fun, but you would also be famous.

I heard a saying somewhere that said, "Pick a job that you like to do, and you will never work a day in your life." If I were a professional wrestler, that is exactly what I would be doing. I am already on my high school's wrestling team, and I think that wrestling is one of the funnest things to do. If someone offered me large sums of money to do what I enjoy anyways, I don't think that there is any doubt in my mind that I could say no to a deal like that. With all of the wrestling I would be doing for people and all of the air time I would get on T.V., It would only be a matter of time before I became famous.

Macho Man, Hulk Hogan, How many times have you heard their names? I want to be able to turn on the television and hear them talk about the new "Polish Scorpion" action figures, or how to join the "Polish Scorpion" fan club. If I were a wrestler, I would not only be a very rich man having the time of my life, but I would be a rolemodel and heroe to little boys and girls all over the world.

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I think it would be wonderful to be uble to walk down the street and have children ask me for my autograph.

Being a professional wrestler has nothing but benefits. It is because of these benefits that I say that being a professional wrestler is one of the best professions to be in.

Score Point 4

This response is focused on the writer's desire to be a professional wrestler, and an organizational pattern is apparent. Support consists of two reasons: "As a wrestler, not only would you get paid well to have fun, but you would also be famous." The support is consistently developed, but sometimes lacks specificity: "I am already on my high school's wrestling team, and I think that wrestling is one of the funnest things to do. If someone offered me large sums of money to do what I enjoy anyway, I don't think that there is any doubt in my mind that I could say no to a deal like that. With all of the wrestling I would be doing for people and all of the air time I would get on T.V., It would only be a matter of time before I became famous." The writer could explain why he enjoys wrestling and why he believes wrestling in high school might lead to a wrestling career. Word choice is adequate, sentence structure is varied, and conventions are generally followed.

This response needs more elaborated support and more precise word choice to receive a higher score.

You need to choose a good career because its something you might do for the rest of your life. If you have a bad job I would change it. I want to be some kind of mechanic or have to do something with cars. I might go to school for body work next year if I choose to. That's what interests me.

I couldnt have a job thats boring. It would make time go by so slow. You also need alot of schooling to make alot of money. If that's not good for you then you need to be very good at what you do.

My other career interests would be to drag race cars. That would be a good rush. That just gets to exspensive. You need alot of sponsers and hard working people with brains. I would go to school for that and only that.

If I cant do any of that I'll just stick to my side job and cut grass. I'm good at it and I can repair the equiptment. I just couldnt do landscapes because my math sucks. There's just one problem there are to many of them down here. Everybody and there mother cut grass. I still have a couple of years to decide hopefully I do well.

Score Point 3

This response focuses on the writer's quest for a good career "because its something you might do for the rest of your life" and outlines the writer's decision-making process. An organizational pattern is demonstrated, but the response lacks a logical progression of ideas. Information presented in the second paragraph is not linked to a reason and, as a result, seems to be loosely related to the topic. Development of support is vague and general: "My other career interests would be to drag race cars. That would be a good rush. That just gets to exspensive. You need alot of sponsers and hard working people with brains. I would go to school for that and only that." The fourth paragraph suggests another possible option for a future career: "If I can't do any of that I'll just stick to my side job and cut grass." This paragraph also gives some specific support for that choice: "I'm good at it and I can repair the equiptment. I just couldn't do landscapes because my math sucks. There's just one problem there are to many of them down here. Everybody and there mother cut grass." Word choice is limited, sentence structure variation is attempted, and errors in basic conventions do not impede communication.

More effective use of transitional devices, more consistent development of support, more precise choice of words, and better use of conventions are needed for a higher score.

The career I would choose is, "Nursing," because I like helping people. I want to be an Registered Nurse. That's my dream. I've dreamed of becoming a nurse since I was in the fifth (5) grade. I love to help people who are in need of my assistance. I try to help my grandmother out all the time, because you know they get old, and they can't get around like they use to. I help my entire family, when they ask me to. My mother tells me that "I'm just to helpful and freindly, and that I can be anything I want if I put my mind to it." I know that for a fact nurses have to help the doctors out a lot. They have to hand tools to the doctor during surgery. That's enough right there.

There is only one main reason why I want to become a nurse and that reason is, "I don't want to be on the streets somewhere like some people, living off of welfare. I want to make something of myself. I want to be known for what I do, I don't want a bad reputation for living in the streets. So there are lots of reasons why I choose a career, but the question is why did I choose this career? Well to answer that I must say, maybe if I become a nurse the people that are on the streets hooked on drugs, I can help them, have to them about going out and getting a good career. They can / could compare my life to theirs, and then maybe they would see, but I know for all of this to happen I must take the first step, it may take a while but I hope to do it.

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Score Point 3

This response is focused, and an organizational pattern is demonstrated, but the response lacks a logical progression of ideas. Support consists of two reasons: "I love helping people" and "I don't want to be on the streets somewhere like some people, living off of welfare." Development of support is uneven. The most developed is the "helping people" reason: "I try to help my grandmother out all the time, because you know they get old, and they can't get around like they use to. I help my entire family, when they ask me to. My mother tells me that 'I'm just to helpful and freindly, and that I can be anything I want if I put my mind to it.' I know that for a fact nurses have to help the doctors out a lot. They have to hand tools to the doctor during surgery. That's enough right there." Additional support for this reason is provided later in the response. Support for the "on the streets" reason is vague and repetitive. Word choice is adequate, sentence structure variation is attempted, and conventions are generally followed.

A more effective organizational pattern, more effective transitional devices, and more elaborated support are needed for a higher score.

The career that interests me would be photography. In photography you learn how to take good pictures, and maby take pictures for weddings and special moments. Also most of the time you get to develope your film and negitives. Photography is fun but you must have patients.

In photography you learn how to take good picture's. I really injoy taking pictures alot that's why I would choose photography. Hope one day I'll be able to take pictures of weddings and special moments. I'll eventually get money for the pictures I take

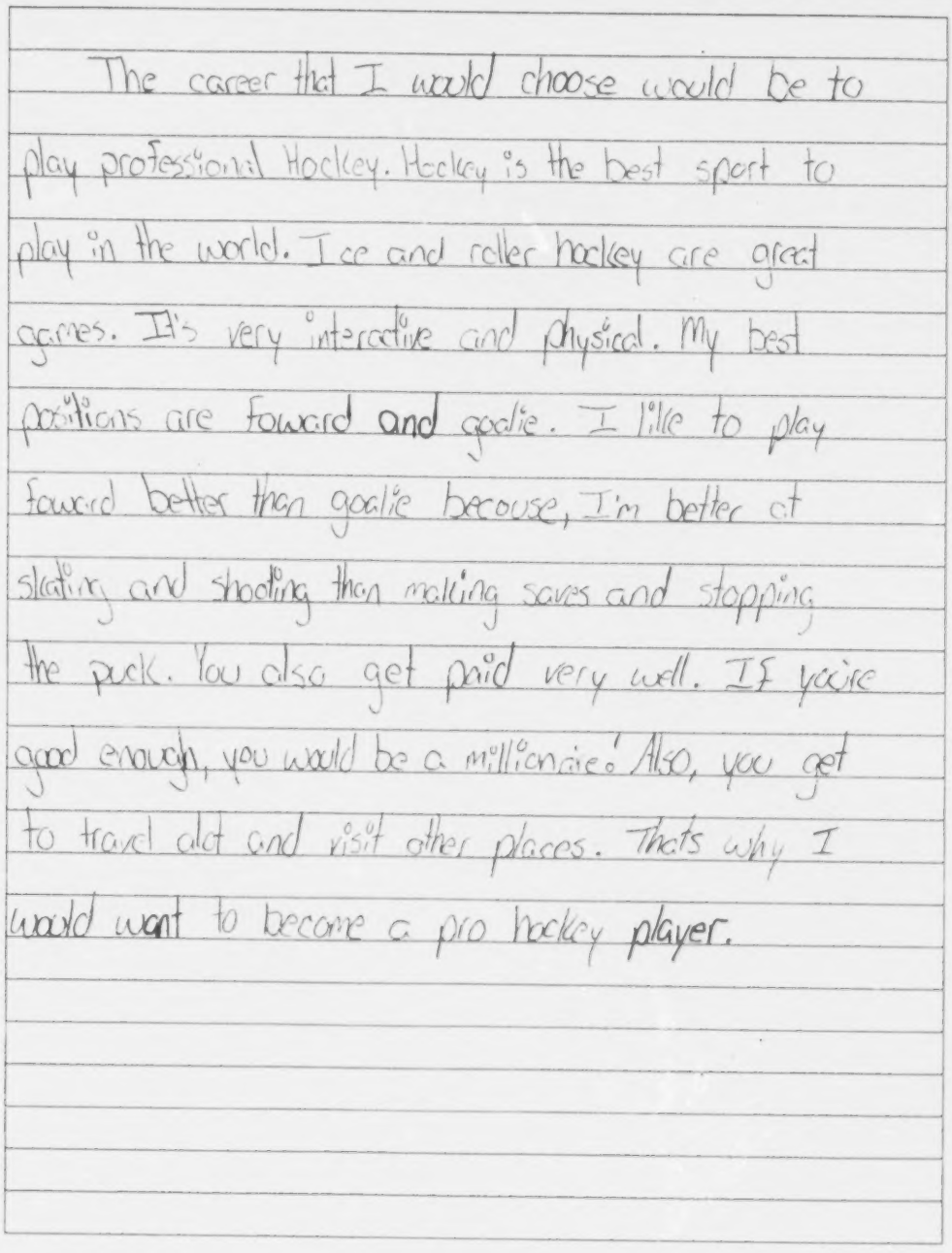
Also you learn how to develope your own film and pictures. It's alot of fun. I might open up my own store. You must have patience to be a photographer because you have to wait sometimes for the perfect moment. Developing your own film is cool because you get to see how everything turns out

Photography is a very interesting career. There are some many different things you need to learn though. It's alot of fun and it would make good money. One day I'll be a photographer

Score Point 2

The writer addresses the topic and focuses on a photography career. There is an attempted organizational pattern consisting of an introductory statement, a middle section, and an abrupt conclusion. Development of the support consists of vague, repetitive, and sometimes confusing information: "Also you learn how to develope your own film and pictures. It's alot of fun. I might open up my own store. You must have patience to be a photographer because you have to wait sometimes for the perfect moment. Developing your own film is cool because you get to see how everything turns out." Why is developing film so much fun? What does the writer mean by the "perfect moment"? Word choice is limited, and there are errors in sentence structure. However, spelling and convention errors do not impede communication.

A more developed organizational pattern, more effective transitional devices, more consistent elaboration of support, more precise word choice, and better sentence structure, spelling, and conventions would improve this writing.


The career that I would choose would be to play professional Hockey. Hockey is the best sport to play in the world. Ice and roller hockey are great games. It's very interactive and physical. My best positions are foward and goalie. I like to play foward better than goalie because, I'm better at skating and shooting than making saves and stopping the puck. You also get paid very well. If you're good enough, you would be a millionaire! Also, you get to travel alot and visit other places. That's why I would want to become a pro hockey player.

Score Point 2

This response is focused on playing professional hockey as a career choice, and the organizational pattern includes a beginning, a middle section listing three reasons ("Hockey is the best sport to play in the world," "You also get paid very well," and "Also, you get to travel alot and visit other places"), and an ending, but these elements are brief. The first two reasons are extended, and the third reason is bare. The first reason includes some specific details: "Ice and roller hockey are great games. It's very interactive and physical. My best positions are foward and goalie. I like to play foward better than goalie becouse, I'm better at skating and shooting than making saves and stopping the puck." Word choice is adequate, sentence variety is attempted, and conventions are generally correct.

More effective use of transitional devices, more extension and elaboration of support, more precision in word choice, and more variety in sentence structure are needed for a higher score.

Choosing a carreer is an important part of growing up. In some ways a carreer can be important choosing a carreer has to be something you like doing not if it just interests you. It should be if it helps you in some way

The carreeres that interests me is sports like basket Ball, foot Ball, or Soccer and otheres and the reason way is I like to play theoses kind of sports but the main on is basket Ball that is the carreer that interests me. It is fun sport and I'am good at it a little.

The other carrees that interests me is the game foot Ball I like foot Ball it is a ok sport but in some way it is dum. And the last carreer the interrests me is soccer I like it but it is to much running back and to back in foot Ball you do the same thing but not as much.

Score Point 1

Focused on a sports career ("like basket Ball, football, or soccer and otheres"), this response attempts an organizational pattern consisting of an introductory statement, a middle section listing reasons each sport interests the writer, and no conclusion. Each reason is extended by a little bit of additional information: "And the last carreer the interrests me is soccer I like it but it is to much running back and to back in football you do the same thing but not as much." Word choice is limited and vague, and errors in sentence structure and basic conventions sometimes interfere with understanding.

Development of the organizational pattern, elaboration of the support, precision in the word choice, and correction of the sentence structure and basic convention errors are needed to improve this response.

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Choosing a career or should I say what do I want to be when I grow up? Well to tell you the truth I would like to work for the goverment. for a Exampl a police man, a US Marshall, a federel Baure of Investigation, or a secreat agent.

I think that been a police men is a pretty good job. Because you get to look out for your city your neighberhood your commutee. your friend and family,

Score Point 1

This response minimally addresses the topic and has little evidence of an organizational pattern. Support consists of a list of possible jobs the writer might consider while working for the government ("for a Exampl a police man, a U.S. Marshull, a federel Baure of Investigation, or a secreat agent") and a vaguely extended reason why being a policeman is a good job ("Because you get to look out for your city your neighberhood your commutee, your friend and family"). There is no conclusion. Word choice is limited, and frequent and blatant errors in the basic conventions of sentence structure, punctuation, capitalization, and spelling impede communication.

Providing a clear focus, developing an organizational pattern, extending and elaborating the support, refining the word choice, and correcting the sentence structure and basic convention errors would improve this response.

33

My name is and got a place
whair I whuld like to go and this place
is a big Place it has lostes of trees
the trees are big and some got fruits on
them and in the Summer the trees leves are green
in the winter the trees leves are brown.
and thats Some of the things that I krow
about when it is winter and Summer
and my place is north carelina un and in northcare-
lina un Something that here is the hunting and there
are big anmales up there and whuld like to
go hunting up there I think it whuld be fun
and that why.

Unscorable

This response is unscorable. The writing does not indicate that the writer read and attempted to respond to the prompt.

PERSUASIVE RESPONSES FROM THE 1999 ASSESSMENT

DEFINITION OF PERSUASIVE WRITING

The purpose of this type of writing is to convince the reader to accept a particular point of view or to take a specific action. If it is important to present other aspects of an issue, the writer does so, but in a way that makes his or her position clear. The unmistakable purpose of this type of writing is to convince the reader of something. In well-written persuasion, the topic or issue is clearly stated and elaborated as necessary to indicate understanding and conviction on the part of the writer.

DESCRIPTION OF THE PERSUASIVE PROMPT USED IN 1999

The annotated papers in this section represent responses to a prompt that directed students to convince someone to do one of their jobs or chores. Students were asked to present arguments to convince someone to do one of their jobs or chores.

SUMMARY OF THE PERSUASIVE RESPONSES WRITTEN IN 1999

Students responding to this prompt generally provided several arguments to convince someone to do one of their jobs or chores. A paper was scorable if a student identified one job or chore and provided arguments to convince another person to do the job or chore. Papers that focused on the topic, displayed an organizational pattern, contained developed support (arguments), and generally followed the conventions of writing were scored in the higher ranges of the scale.

SUGGESTIONS FOR USE OF THE ANNOTATED RESPONSES

Each response in this publication is annotated to explain why it was assigned a particular score. Teachers may use the responses on the following pages to improve students' writing skills and to help students understand the scoring criteria. Teachers can also delete the scores and annotations and make transparencies or copies of the responses. They can then ask students to

- rank order the responses from highest to lowest scores;
- highlight words and phrases that provide an organizational structure and develop the supporting ideas in a response;
- list the strengths and weaknesses of a response;
- revise and edit a response based on either a student-generated list of the strengths and weaknesses or the annotation beneath the response. This activity might include improving the introduction and conclusion, adding transitional devices, providing more details and examples, refining the word choice, and varying the sentence structure; and
- use the rubric and skills above to score student responses to similar writing prompts.

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To my dearest younger brother,

I have watched you grow since you were a baby. Now, seven years later, it is time for you to become a man. You can achieve such a state by performing a sacred ritual two times a week. Your harrowing task requires you to maneuver around obstacles and to make personal sacrifices to protect our home. Your mission, should you choose to accept it, is to take out the garbage. I know that you can't understand why I would pass down the honor of taking out the trash, but you will one day understand why. On the day that you fully understand, you can pass on the tradition, just as it was passed to me. On that day, you will be a man. One hundred years ago, this tradition was started in our family. Our wise ancestors saw two areas of life that benefited from this task.

The first benefits occur physically. I am doing you a favor, for now, your physical strength and prowess will greatly improve. You could have the endurance to outrace a camel (jealous). Imagine the boys and girls on the playground as they all "ooh" and "aah" and marvel at how firm your muscles are. Nobody will pick on you ever again! In addition to strength, if you always perform your moral duty, you will one day grow facial hair. All the boys and girls really love this. You will be incredibly popular! This, however, takes time, so you must be faithful in performing your task.

The final byproducts of your passage into manhood take place in your mind. By eagerly submitting yourself to such a duty, you will make yourself into a kind and caring person - someone who everybody will like. Also, by utilizing the recycling bin, you will know that you have saved the world. If you don't do this, the earth will get sick and it will die. You must recycle, for if you don't, then who else will? You're our only hope! Finally, your mind will be disciplined by such a rigorous display of manhood. Imagine all the time I've saved you. Now, you don't have to

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waste countless hours in a karate class. You can improve yourself right at home!

In closing, I just want to share with you how proud I am of you. I have been looking forward to this day with an anticipation that you will one day possess, too. So, you can improve your physical and mental condition and become a man, just as I have done, too. Clearly, it is imperitive that you accept this task and continue the tradition that has lasted an entire century. I knew I could count on you! The final test is that you never tell Mom or Dad about this letter, because they wouldn't understand. They might stop you from taking out the trash, then you would never know the honor and glory of manhood. Congratulations, , for today you begin your journey into a brave, new world.

With love,

Your older and wiser brother.

P.S. - Training will commence tomorrow morning at ten hundred hours.

Score Point 6

In this focused and purposeful response, a letter-style format is used to convince "my dearest younger brother" that "Your mission, should you choose to accept it, is to take out the garbage." The organizational pattern includes an introduction giving the history of this tradition, a middle section describing both the physical and mental benefits of the chore, and a conclusion presenting a challenge and a word of caution: "The final test is that you never tell Mom or Dad about this letter, because they wouldn't understand. They might stop you from taking out the trash, then you would never know the honor and glory of manhood." The development of the support is substantial, specific, relevant, and concrete, and the writer shows a commitment to and involvement with the subject. The writing demonstrates a mature command of language with freshness of expression: "Imagine the boys and girls on the playground as they all 'ooh' and 'aah' and marvel at how firm your muscles are. Nobody will pick on you ever again!" Sentence structure is varied, and few convention errors occur.

37

Many high school students are given jobs or chores that they do not like to do. Whether we, as the students want or choose to do them, the fact is that they must get done. I understand , that you are burdened by many things and realize that mom demands enough chores as it is from you. I think, however, that I can convince you to take a little extra time out of your week to wash mom and dad's cars instead of me doing so.

To start off with, think of the many wonders old junky cars hold. Picture big shiny quarters and dimes stuck between bus seats, awaiting your grasp. Imagine for a moment shiny peach lipstick and soft rose blush stuffed under moms seatbelt, all yours. We're talking treasure here, anything from lost umbrellas to perfume. Don't forget our family motto, "You break it, you pay for it, you loose it, we're not buying another one, and if you found it, add it to your collection."

Secondly, who wants to ride in a "dirty dingy automobile? Between 's soccer socks and dad's cupcake accidents, "old Bessy" really needs some tending to. I hate to bring this up, but do you remember when mom offered to give , the hottest guy on your list, a ride home from tennis practice? Shall I mention when he found our dead goldfish Flipper dug under the floor mat accidently when stepping in to the car? Now, if only someone had found him before

forgot him two weeks before. Perhaps it wouldn't have smelled so bad.

Lastly and most importantly, , think of getting on mom and dad's good side for a change. Just imagine mom getting into the car after a long tiering day at work. Then think of the joy that overcomes her as she suddenly realizes she can see through a squeaky clean windsheild. She may be so thrilled with the pine fragerance hanging from the mirror, that she may grant you permission to take the car out one Friday or Saturday night. Imagine all the privileges a little cleaning can create.

Now , I know how busy you are with school and tennis and all. I do think that this would be a good opportunity for you to learn a little responsibility. Cleaning the car would mean getting up a little earlier each Sunday morning, and getting those beautiful orbrant nails of yours some what chipped.

All and all, I hope I've convinced you to take on this extra chore. Not only will you be doing me a favor, but you'll be helping yourself. It's time to get off the phone, wash a few dishes, and grow up. Times are changing and ten year olds are a lot more mature now a days!

Score Point 6

The writer begins by recognizing the burdens placed on a younger sister, but attempts to persuade her to "take a little extra time out of your week to wash mom and dad's car instead of me doing so." The development of the support is substantial, specific, relevant, and concrete, and the writer shows a commitment to and involvement with the subject: "Picture big shiny quarters and dimes stuck between two seats, awaiting your grasp. Imagine for a moment shiny peach lipstick and soft rose blush stuffed under mom's seatbelt, all yours. We're talking treasure here, anything from lost umbrellas to purfume." The writing demonstrates a mature command of language with freshness of expression: "Don't forget our family motto, 'You break it, you pay for it, you loose it, we're not buying another one, and if you found it, add it to your collection." Sentence structure is varied, and few convention errors occur.

33

Most adults worked hard in their youth and continue to do so in an effort to better themselves. When they get home, they want to rest, but there's still work to be done. Where do they turn for their only chance at a moment's peace? They turn to their teenagers. This creates a very good opportunity for youth, if they choose to take it. Take mowing the lawn as a prime example. Everyone groans at the thought. Why? It provides good exercise, a chance to get outside the house and even, sub-conciously, a better self-esteem. One would think people would jump at the chance.

Exercise is something, Lord knows, that America's youth is desperately lacking. Instead of becoming zombies in front of our favorite soap opera or the latest video game, we should be outside cutting the grass. It not only keeps the yard looking neat and our parents happy, it also builds strength in our arms and legs. That means we feel better, but more importantly we look better. All you guys that want to impress chicks, listen up! Instead of wasting time in a wait room, knock two birds out with one stone and buff up with the lawn-mower. It works.

For those of us who are more into nature than fitness, lawn-mowing is the epitomy of

perfection. Instead of spending a lot of money on equipment you'll never have time to use, at places you'll never go, try enjoying the beauty of your own yard. While you're mowing, take the time to look up and around. You might notice this amazing, warm, blinding light called the sun. You might also notice that it's shining on some pretty cool stuff. Take a deep breath while you're at it. No, you're not dreaming, it's called fresh air, and it's all there for you to take in. Just enjoy life.

Self-esteem is also a big factor that plays into cutting the grass. How, you ask? As with any project that requires effort, you feel good when you've finished. It's not just because it's over and out of the way, but because you did something. Plus, you can use it as an excuse to get out of literally anything. You just have a better sense of worth because you've contributed, you've accomplished something.

Score Point 5

The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. When moving from the "exercise" to the "nature" argument, the writer demonstrates effective use of transitional devices: "For those of us who are more into nature than fitness, lawn-mowing is the epitamy of perfection." The organizational pattern and ample development contribute to a sense of completeness. The first two arguments are elaborated; however, the "self-esteem" argument needs further explanation. A mature command of language and a variety of sentence structures are demonstrated: "Instead of spending a lot of money on equipment you'll never have time to use, at places you'll never go, try enjoying the beauty of your own yard. While you're mowing, take the time to look up and around." Conventions are generally followed.

More consistent elaboration of support is needed for a higher score.

41

Some people are taylor made by god to excell at certain tasks, others are simply not. I work in an office supply store part time, and while it is a good job, it's not my ideal choice of work. True, it has it's perks. You get to meet people, enjoy the advantages of working, and obtain the overall satisfaction of a hard day's work, yet, I feel as though it's just not my calling in life. That doesn't mean it might not be good for someone else. Afterall, it does have good benefits.

The first of these benefits would be the social interaction. Through costomer service you get to meet new people, each with a considerably different lifestyle. You get to find out what they do and who they are. Each individual is unique, and meeting such individuals helps improve social skills and communication, a must in today's society. Besides, you never who you may run into, possibly that soul mate you've been looking for.

Another one of the benefits to be gained are the advantages of hard work. On the job you lft many boxes, this in turn builds muscular tone and firmness. I'm sure we all could stand to be a little more toned and firm. Also, the constant use of numbers in inventory and stocking helps improve math skills. Entering data into systems helps build another necessary skill in today's modern world, computer phonics. As you can clearly see, there is much to gain.

Yet another perk would be the satisfaction of a job well done. The sheer pleasure recieved from getting that

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check for a job well done is unexplainable. You can take pride in the fact that you've worked hard for your money. Not to mention all the people you've helped and the problems you've solved. Truely, you will have done your part to help out the world.

In conclusion, we must realize, what is nothing to one man is like gold to another. A job may not be good for me, but that doesn't mean you can't reap the benefits. Give it a try, it may just be your calling in life.

Score Point 5

While explaining that working in an office supply store is "'just not my calling in life," the writer of this response attempts to convince someone else that this job just might be the right job for him or her. A traditional organizational pattern with effective transitional devices provides for a logical progression of ideas. Three "perks" are presented as arguments for taking this job: "True, it has it's perks. You get to meet people, enjoy the advantages of working, and obtain the overall satisfaction of a hard day's work." The first two arguments are elaborated with specific examples and details: "On the job you lift many boxes, this in turn builds muscular tone and firmness. I'm sure we all could stand to be a little more toned and firm." Support for the third argument is more general and needs further explanation: "Not to mention all the people you've helped and the problems you've solved. Truely, you will have done your part to help out the world." The writer could present specific examples of how people are helped and problems are solved. However, the writing demonstrates a mature command of language and precision in word choice. Sentences are varied, and conventions are generally followed.

This response needs more specific elaboration of support to receive a higher score.

With all my jobs and chores that I have, I really don't have time for this Florida Writing Assesment Test. It's not something I need to worry about right now; I really would appreciate it if someone would do it for me.

It wouldn't really be that hard for someone with good knowlegde about writing and the writing process. It would be fairly simple for one with time and a clear head. As where I have neither, I am unsuitable for such a task. With all the craziness going on in my life, I would feel somehow swamped. Instead of writing about how "I can better the community", I would be worried about whether my pirahnnas got enough to eat.

Also, this would also benifit the good fellow kind enough to assist me in my time of need. Whereas he/she is helping me, I also am giving him the chance to practice and fine-tune his writing capabilities. Just think; he'll be one step ahead of everyone. In fact, he/she might discover a love for writing; One which they might not have found without me.

As this love of the written word progresses, they could one day become a succesful novelist, who many would pay good money just to see. When the money comes pouring in, they will turn to me, full of gratitude and shake my hand. Who could think such a lustrious living could have derived from one essay?

A wonderful oppurtunity for one lucky individual and myself. I'm so happy I can give this gift to a fellow student, and in the mean time, relieve myself of unnecasary work and stress. We both benifit greatly from this experience. Now, all I have to do is find a willing individual.

Score Point 4

This response is focused on having someone else write this essay for the student. The apparent organizational pattern includes an introductory section explaining why the author is not suitable for this task, a middle section explaining why someone else should "assist me in my time of need," and a conclusion explaining why this is a "wonderful oppurtunity" for both the writer and a "willing individual." The support is consistently developed, but the writer needs to provide more information for the reader at times: "Just think; he'll be one step ahead of everyone! In fact, he/she might discover a love for writing: One which they might not have found without me." What does the writer mean by "one step ahead of everyone"? What steps must the "lucky individual" take to become a successful novelist, and what part does taking this test play in reaching that goal? Word choice is precise, sentence structure is varied, and the response generally follows the conventions of mechanics, usage, and spelling.

More specific elaboration of support is needed for a higher score.

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Some afternoons I spend my time with motor oil on my clothes and you can too! My father has no sons and I am the oldest girl, so I help him fix the car from time to time. Fixing the car is a great activity- for anyone but me. If you took part in it, there would be so much to gain. You would be privileged to learn about how a car exactly works and how to fix cars in the future. How could anyone miss this opportunity! :)

My father would be more than happy to explain to you how the car works. Imagine being told gears and clutches in step by step order. After fixing the car a few times there is nothing that you won't know about cars. Do you know how stick-shift works? If you don't, you'll learn! Until you spend afternoons with my father you won't realize how much you don't know about cars. Perhaps this experience will help you in the future.

By doing this chore you will be able to use this knowledge in the future. After learning all you can about cars and car repair you will be able to do it on your own. If you are a guy this will make you look cool to all the girls and if you're a girl, you won't have to depend on a guy. Also, fixing the car by yourself will save money. You could use this money for something you otherwise wouldn't be able to get. Or with this saved money, you could by a brand new car that does not need to be fixed. All this from just doing this teeny-tiny chore!

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This can all be yours in this not-so-limited-time offer. I'll be waiting for your call. Call anytime!! Remember that you have so much to gain by doing car repair with my father. This chore could lead to so much more!

Score Point 4

The introduction to this response focuses the reader's attention on the knowledge one would gain from working on the family car with the writer's father. The organizational pattern also includes a middle section that cites reasons this experience would help in the future and a conclusion that restates the student's position: "Remember that you have so much to gain by doing car repair with my father. This chore could lead to so much more!" Transitions strengthen the response. The support is consistently developed, though it is list-like and nonspecific at times. The writer of a higher score point response would pause to recount the experiences she remembers, elaborate on the skills she has learned, or predict the rewards she will gain. Word choice is sometimes precise ("gears and clutches in step by step order," "depend on a guy," and "this not-so-limited-time offer"), and the command of language is more mature than most score point 4 responses. Sentence structure is varied, and the response generally follows the conventions of mechanics, usage, punctuation, and spelling.

To receive a higher score, this response needs more elaboration of the support.

The job I would like someone else to do for me is my job at . My job is great for many reasons. Anyone I would like my job. It is fun and you can learn alot, you can also see and meet many people, and you can make alot of money.

My job is very fun and you can defenitely learn alot. You get to learn how to use a register and while you are doing that you get better at math. You can also learn about how to run a store and would be a great example. It is a very fun way to learn.

Another reason why it is a great job is because you get to work around many people. You can meet so many different people in one day. Your friends can even come by and visit you whenever you get bored or when you need someone to talk to.

Last, you can make alot of money. You can do alot with money. You can make from one-hundred to three hundred dollars every two weeks. You can save up for a car or go shopping, and no matter what you always have money to spend and to have fun with.

In conclusion anyone would like my job. It is fun and you can learn

alot, you can see and meet many ~~prople~~, and you can make alot of money. I would defenitely recomend my job to anyone.

Score Point 3

This response is focused on convincing someone else to assume the student's job. It has a typical organizational pattern: a brief introduction, some vague arguments, and a summarizing conclusion. Development of support is uneven. While the first two arguments are general, the "money" reason is more specific: "You can make from one-hundred to three hundred dollars every two weeks. You can save up for a car or go shopping, and no matter what you always have money to spend and to have fun with." Word choice is adequate, but there are errors in sentence structure. Basic conventions are generally followed.

A less inhibiting pattern of organization, more elaboration of support, better choice of words, more variety of sentence structures, and better use of conventions are needed to improve this response.

I have to work with my father in his store after school and I really don't like it. I would love it if someone took my place. It's a pretty good job and I think they could like the job. You around nice and friendly people all day. The pay is also good at $6.00 an hour. So my job is a pretty good job if you need one.

As I said before, your around some nice people that have great pesonalities. Some could even cheer you up when your not feeling so good. Others are very funny and will have you laughing in no time. Also you get to meet new people and make new friends. This just one of the many advantages of this job.

The pay is also good. You get paid $6.00 an hour for just standing behind a cash register. Most jobs won't even think about starting you at $6.00 when you start. Also you get a raise every 3 months. Other jobs you get a raise every 6 months. Once you get your first paycheck you'll know that you picked the right job.

After all these advantages that come with this job you would be crazy not to take it. It is a great job with alot of new experences for you. You could make alot of new friends in no time. It also gives you work expierence. If this doesn't work out you could have gained experence for another job you might want in the same field. Taking this job will be the best decision you've ever made.

Score Point 3

This writer takes the position that someone else should work in his or her father's store after school. The organizational pattern consists of an introduction, a middle section with two reasons for taking the job, and a summarizing conclusion. Development of support is uneven. The first reason is vague and repetitive, but the second reason includes specific details: "The pay is also good. You get paid $6.00 an hour for just standing behind a cash register . . . Also you get a raise every 3 months. Other jobs you get a raise every 6 months." Word choice is limited, sentence structure is varied, and convention errors do not impede understanding.

Elaborating the support, refining the word choice, and correcting the convention errors would improve this response.

Mowing the lawn is the most dreaded chore for me. When my parents say go mow the lawn I run for my room and pray that they will do it there selves or get my sister to do it. Mowing the lawn is a mans job, they are the ones that should be outside getting sweaty and hot.

I don't mind at all being inside doing the laundry, dishes, and vacuming. In fact the sound of the washing machine and dryer is comforting. Plus if you really need clean clothes you can wash your clothes at 5 am but you can't just go out and mow anytime. The sound of a lawn mower is very disturbing to a sleeping neighbor. Your neighbors could think that you are a physco or something if you mow in the middle of the night.

Some people love to mow and I think that I'll leave that chore to them.

Score Point 2

This response focuses on the writer's "most dreaded chore," mowing the lawn. The organizational pattern consists of an introduction listing alternative methods for getting the lawn mowed ("When my parents say go mow the lawn, I run for my room and pray that they will do it there selves or get my sister to do it. Mowing the lawn is a mans job, they are the ones that should be outside getting sweaty and hot"), a middle section including two extended arguments, and a one-sentence conclusion. The first argument is extended by a little bit of additional information: "I don't mind at all being inside doing the laundry, dishes, and vacuming. In fact the sound of the washing machine and dryer is comforting." The writer then provides a comparison between doing the laundry and mowing the lawn: "Plus if you really need clean clothes you can wash your clothes at 5 am but you can't just go out and mow anytime." This comparison is a transitional device to the next argument: "The sound of a lawn mower is very disturbing to a sleeping neighbor. Your neighbors could think that you are a physco or something if you mow in the middle of the night." Word choice is adequate, and errors in sentence structure and conventions do not impede communication.

More effective use of transitional devices, more specific development of details, more precise choice of words, and better use of sentence structure and conventions are needed for this response to receive a higher score.

I'm writing to convince you to do my vacumming. It's really easy and its quick. The reason I want you to do it is because I'd like to share my happiness with you since you're my best friend. It will only take about ten minutes if not less. The vacumm is very lightweight and it glides across the carpet easily with little effort. The vacumm can even dust with the regular attachments while still vacumming so you'll finish my chores in half the time. Alot of people say that the vibration giving off from the vacumm kind of massages the muscles in the hand. I bet you didn't know that. I once read that vacumming helps get rid of your headaches. So I hope you will do my vacumming it will do both of us afavor.

Thanks

Score Point 2

This response focuses on the author's position that a best friend should assume the vacuuming chore. The organizational pattern consists of a brief beginning, middle, and ending. Most of the support consists of a list of bare reasons, but some reasons are extended to include the possible health benefits of vacuuming: "Alot of people say that the vibration giving off from the vacumm kind of massages the muscles in the hand. I bet you didn't know that. I once read that vacumming helps get rid of your headaches." Word choice is adequate. There has been an attempt to vary sentence structures, and errors in conventions do not impede communication.

Supporting ideas need to be extended and elaborated, word choice needs to be precise, sentences need to be varied, and errors in conventions need to be corrected for this response to receive a higher score.

One job or chore I would like to have someone else to do for me, is to work for me for the rest of my life, only I would get the paycheck. This way I could sit back and relax and not do any thing but enjoy my life. Take Vacations go to Hawaii, Bahamas, Vegas, even Paris. That would be the life.

Score Point 1

This minimally developed response takes the position that someone else should work for the writer for the rest of his or her life. There is little evidence of an organizational pattern in this brief response. The writer states a position, gives one extended reason for support ("This way I could sit back and relax and not do any thing but enjoy my life. Take Vacations go to Hawaii, Bahamas, Vegas, even Paris"), and provides a one-sentence conclusion ("That would be the life"). Word choice is adequate, and errors in conventions and sentence structure do not impede communication.

To receive a higher score, this response needs development of an organizational pattern, extension and elaboration of supporting ideas, and correction of sentence structure and convention errors.

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THE CHORE THAT I HAVE TO DO THAT I Do not like TO DO IS TAKEING CARE OF THE YARD. I HATE TO DO IT Because its so big AND TAKES SO MUCH TIME TO mow, trim, WEED EAT, EDGE AND FERTIZIZE ITS TO MUCH hassle. SO, I would like FOR someBody TO do it for me So that I can sit back and RELAX AND DO The OTHER 3 Billion Things that have TO BE DONE.

Score Point 1

This minimally developed response takes the position that someone should take care of the yard for the writer. There is little evidence of an organizational pattern. Support consists of a list of bare reasons: "Because its so big and takes so much time to mow, trim, weed eat, edge and fertizize its to much hassle" and "So that I can sit back and relax and do the other 3 billion things that have to be done." There are errors in sentence structure, and word choice is limited. Errors in conventions do not impede understanding.

An improved organizational pattern, elaborated support, refined word choice, improved sentence structure, and corrected conventions are needed for this response to receive a higher score.

Ruff, Ruff! The sound of little puppies waiting for their wounds to be treated. Three small Beagles have been found in a gutter by ten year old Bobby. After pulling them out of the gutter Bobby wrapped the puppies in his shirt, and carried them home to his mother. Bobby showed the wounded puppies to his mother with tears in his eyes. "Mommy can we help them? cried Bobby. "Of course we'll help them" his mother replied.

Later on at the animal hospital the doctor came out from the back room. He was in a wheelchair. He told Bobby that two of the puppies were just fine, but the third one had a broken leg. The doctor told Bobby that he did the right thing by saving these puppies, and he showed

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Unscorable

This response is unscorable. The writing does not indicate that the writer read and attempted to respond to the prompt.

APPENDIX A

MEMBERS OF THE TENTH GRADE WRITING ASSESSMENT ADVISORY COMMITTEE 1998-1999

Elizabeth Alves
Assistant Principal
Miami-Dade County

Joyce Baldree
Language Arts Teacher
Citrus County

Kimberly Cooper
Assistant Principal
St. Lucie County

Charlene Couvillon
Curriculum Specialist
Okaloosa County

Gayle Cowley
Language Arts Coordinator
Santa Rosa County

Mike Creamer
Language Arts Teacher
Bay County

Sue Dessert
Curriculum Specialist
Seminole County

Dan Evans
Language Arts Teacher
Martin County

John Howard
Language Arts Resource Teacher
Highlands County

Beth Johnson
Language Arts Supervisor
Polk County

Nicki Junkins
Director of K-12 Curriculum and
Program Accountability
Volusia County

Lottie Muldrow
Language Arts Teacher
Leon County

Linda Thompson
Language Arts Specialist
Escambia County

Geneva Woodard
District Director of Secondary
School Improvement
Miami-Dade County

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APPENDIX B

GLOSSARY

Census Writing Assessment – testing of all students in a particular grade level to measure the writing proficiency of students and schools

Conventions – commonly accepted rules of edited American English (e.g., spelling, usage, capitalization, punctuation, and sentence variety)

Draft – preliminary version of a piece of writing that may need revision of details, organization, and conventions

Expository Writing – writing that gives information, explains why or how, clarifies a process, or defines a concept

Field Test – testing a representative sample of the state's student population to determine the effectiveness of an assessment instrument

Focus – relationship of supporting details to the main idea, theme, or unifying point

Loosely Related – only slightly related

Extraneous – not related

Holistic Scoring – method by which trained readers evaluate the overall quality of a piece of writing

Narrative Writing – writing that recounts a personal or fictional experience or tells a story based on a real or imagined event

Organization – structure or plan of development (beginning, middle, and end) and the transitional devices used to arrange the ideas

Transitional Devices – words, terms, phrases, and sentence variations used to arrange and signal the movement of ideas. For example, "next, and then, in the end, another reason, after that we went, another way to look at it" are transitional devices.

Conclusion – statements or sentences used to conclude a paper

Persuasive Writing – writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action

Portfolio Writing Assessment – collection and scoring of various writing assignments produced during a semester or school year

Production Writing Assessment – measure of a student's performance on a task that requires a written response to a prompt

Project Writing Assessment – a multi-day cooperative planning and rewriting process that involves the teacher or peers or both

Prompt – writing assignment that states the writer's task, including the topic and purpose of the writing

Rangefinders – student responses used to illustrate score points on the rubric

Reader – person trained to score student responses

Response – writing that is stimulated by a prompt

Rubric – scoring criteria at each score point of the scale

Support – quality of details illustrating or explaining the central theme

Bare – use of simple lists that focus on events or reasons. For example, "I like to go to school because it is fun."

Extended – use of information that begins to clarify meaning. For example, "I like to go to school because it is fun when the teacher allows us to do experiments with frogs."

Elaborated – use of additional details, anecdotes, illustrations, and examples that further clarifies meaning. Information that answers the question, "What do you mean?" For example, "I like to go to school because it is fun when the teacher allows us to do experiments with frogs instead of just reading about frogs in books. Experiments allow us to have the fun of discovering for ourselves how far and fast frogs can jump and what kinds of food frogs like to eat." The elaboration could also provide a detailed description of the experiments.

Writing Process – recursive steps of prewriting, drafting, revising, editing, evaluating, and sharing that are used in the development of a piece of writing

APPENDIX C

SUGGESTIONS FOR PREPARING STUDENTS FOR THE FLORIDA WRITING ASSESSMENT

The assessment of writing, by its nature, incorporates the assessment of higher-order thinking skills because students are required to generate and develop ideas that form the basis of their written responses. Instructional programs that emphasize higher-order thinking skills in all subjects and grade levels will have a positive influence on students' writing proficiency.

Research indicates there is a strong relationship between reading and effective writing. Studies show that an active reader, one who analyzes passages and makes logical predictions before and during reading, uses the higher-order thinking skills associated with effective writing. Active readers prepare for reading by using illustrations, titles, and subheading cues and by analyzing passages through self-questioning, predicting, skimming, and summarizing.

Research on the ability to write effectively shows that improvement in writing can be made only when students receive feedback or explanations about their writing. For example, if a student is not told that effective writing creates images in a reader's mind, then a student will continue to simply list rather than elaborate reasons or arguments.

RECOMMENDATIONS FOR DISTRICT- AND SCHOOL-LEVEL ADMINISTRATORS

Administrators have the unique opportunity to directly influence the establishment and maintenance of writing programs. Administrators can provide leadership to writing instruction programs by

- ensuring that *Florida Writes! Report on the 1999 Assessment, Grade 10* is available to all high school teachers;
- bringing teachers together to discuss how to use *Florida Writes! Report on the 1999 Assessment, Grade 10;*
- establishing a literacy program that sets high standards for writing across all subject areas and grade levels;
- bringing teachers together to discuss the possibilities of requiring writing in all subject areas and grade levels;
- assisting teachers in developing school-level writing expectations and assessment programs, such as portfolio assessment or schoolwide assessment of writing samples;
- scheduling inservice writing instruction and holistic scoring workshops for teachers and parents;
- emphasizing that writing should not be used as punishment;
- providing a print-rich environment in every classroom;
- including reference materials on writing in the schools' professional libraries; and
- publishing and celebrating students' writing.

RECOMMENDATIONS FOR TEACHERS

Teachers' daily contact with students gives teachers many opportunities to directly influence students' attitudes toward writing. Instruction in writing should regularly involve the full writing process, including prewriting, drafting, revising, and editing. Displaying or publishing written materials helps students experience writing successes.

Real-world writing often requires demand writing (writing a response to a topic in a short period of time); therefore, writing instruction should include having students independently read a topic, plan a response, and write a response within a specified time frame.

Teachers can prepare their students for the writing assessment through a number of teacher-generated activities, including having students

- write responses to questions as an alternative to selecting correct responses on a multiple-choice test;
- read passages and generate written summary questions;
- write their views on current events before or after the events have been discussed in class;
- critique written pieces (e.g., published works and student writings);
- read and analyze different types of writing (e.g., biographies, science fiction, fantasies, historical accounts, speeches, and news reports);
- write letters to a newspaper editor to explain their views on a particular issue or to refute the views of another person;
- write stories about real or imagined events;
- write descriptions of how things look, smell, taste, sound, and feel;
- write endings for unfinished fictional and nonfictional stories;
- write personal anecdotes and incorporate them into writing that either explains or persuades;
- discuss how text would be different if illustrations were included; and
- maintain subject-area portfolios to document progress.

RECOMMENDATIONS FOR PARENTS AND GUARDIANS

Parents' and guardians' daily contact with children provides them with the unique opportunity to be involved with their children's education inside and outside the classroom. Parents and guardians can encourage their children's writing by

- talking about what the children have read and written at home and at school;
- having their children write letters to friends and relatives;
- writing notes to their children with instructions for chores;
- speaking with teachers about the children's writing development;
- talking with the teachers and with the children about writing portfolios;
- promoting writing for a variety of purposes in their children's school curriculum;
- displaying stories, essays, or other written work at home on the refrigerator or a bulletin board; and
- demonstrating the value of writing in real-life situations (e.g., letters to the editor of the local newspaper; letters of inquiry, complaint, or application; and letters to family and friends).

APPENDIX D

EXAMPLES OF THE ASSESSMENT DIRECTIONS, WRITING FOLDER, AND PLANNING SHEET

ASSESSMENT DIRECTIONS

For this assessment, test administrators read to students the following directions:

Today you are going to do a writing exercise that will provide us with important information about students' ability to write. It is important for you to do as well as you can.

You may use the planning sheet for jotting down ideas and planning and organizing what you will write. The prompt on page 2 of your writing folder explains what you are going to write about and gives you some ideas for planning your writing.

After using your planning sheet to plan what you will write, begin the writing that will be scored on page 3 of your folder. You may continue your writing on page 4 of your folder. You do not have to fill up both of these pages, but you should be sure that you completely respond to the prompt on page 2 of your folder.

You may skip lines as you write in your folder, but remember that this will shorten the space in which you have to write.

Your writing may be about something that is real or make believe, but remember, you are to write ONLY about the prompt on page 2 of your folder.

You may give your writing a title if you would like, but you do not have to title your writing.

You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.

You may either print or write in cursive. It is important to write as neatly as possible.

The writing in your folder should be easy to read and should show that you can organize and express your thoughts clearly and completely.

I cannot read your prompt to you or help you plan what to write. You must read and plan yourself. Remember, you must first read your prompt and then plan what you will write.

You have a total of 45 minutes to read, plan, and respond to your prompt. I will let you know when you have 10 minutes left.

If you finish early, please revise and edit the writing in your folder.

NAME _____

DISTRICT _____

SCHOOL _____

This is a secure document. Do NOT throw this folder away!

LAST NAME	FIRST NAME	M

Florida Writing Assessment Program

GRADE 10 CENSUS 1999

SOCIAL SECURITY NUMBER/ FLORIDA STUDENT NUMBER IDENTIFIER

DISTRICT/SCHOOL NUMBER

RACIAL/ETHNIC BACKGROUND

- White (not of Hispanic origin)
- Black (not of Hispanic origin)
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multiracial/Multiethnic

SEX

- Male
- Female

LANGUAGE

- English
- Spanish
- Other

EXCEPTIONAL EDUCATION STUDENT

- (A) Educable Mentally Handicapped
- (B) Trainable Mentally Handicapped
- (C) Orthopedically Impaired
- (F) Speech Impaired
- (G) Language Impaired
- (H) Deaf/Hard of Hearing
- (I) Visually Impaired
- (J) Emotionally Handicapped
- (K) Specific Learning Disabled
- (L) Gifted
- (M) Hospital/Homebound
- (N) Profoundly Mentally Handicapped
- (O) Dual-Sensory Impaired
- (P) Autistic
- (Q) Severely Emotionally Disturbed
- (S) Traumatic Brain Injured
- (T) Developmentally Delayed
- (V) Other Health Impaired

LEP

Receiving ESOL services for:

- 2 years or less
- More than 2 years

SECTION 504?

- Yes

ESE AND LEP MODIFICATION TYPE

- Student Tested Indiv. or Small Group
- Student Tested in Several Sessions
- Student Given Additional Time
- Student Used Mechanical Device(s)
- Student Used Large Print Folder
- Student Used Braille Folder
- Proctor Transcribed Response
- Proctor Read Prompt
- Proctor Signed Prompt
- LEP Student Received Assistance in Heritage Language
- LEP Student Used Approved Dictionary

BARCODE SECURITY ID # AND DEMOGRAPHIC INFORMATION

Note: Check the barcode to the left to see if this writing folder is preidentified. All grids for which information was received have been properly noted in the barcode and cannot be changed on this document. Any missing demographic information CAN be handgridded to complete this student's information. If any preidentified information for this student is incorrect, this writing folder should be invalidated and a new (blank) document should be handgridded. If NO student information is contained in the barcode, then this is not a preidentified writing folder and all information MUST be handgridded.

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TOPIC

Writing Situation:

Everyone has jobs or chores.

Directions for Writing:

Before you begin writing, think about one of your jobs or chores.

Now explain to the reader of your paper why you do your job or chore.

DO NOT WRITE ON THIS PAGE

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Department of State
1998

STUDENT'S NAME _____

PLANNING SHEET

(Remember, use this sheet for planning what you will write. The writing on this sheet will not be scored. Only the writing on pages 3 and 4 of the writing folder will be scored.)

ISD1167

APPENDIX E

PROMPT SPECIFICATIONS AND COMMITTEE EVALUATION FORM

SPECIFICATION FOR EXPOSITORY WRITING PROMPTS

Purpose of prompt specification – To ensure that all prompts tell the students the subject (topic) and purpose of writing.

Definition of exposition – It is writing that gives information, explains how or why, clarifies a process, or defines a concept. Though objective and not dependent on emotion, expository writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic. The unmistakable purpose of this type of writing is to inform, clarify, explain, define, or instruct.

Cue words that should be used in expository prompts are "why," "how," and "what."

Introduction

Prompts contain two types of statements: Writing Situation and Directions For Writing. Each element of the prompt may be one or several sentences long.

Writing Situation

The writing situation statement directs the student to write on a specific topic described by a key word or phrase. This topic, established by a key word or phrase or the student's narrowing of it, serves as the central theme of the student's written response. The statement provides examples or definitions of the theme. The intent is to provide a common understanding of the meaning of the theme by expanding, restating, or clarifying it for the student. The intent is not to preclude the student's narrowing or restating of the theme to suit his or her own plan. An example is

> *Everyone has jobs or chores. These may be things people do because they are asked to do them or because doing the job or chore makes them feel good about themselves.*

Directions for Writing

The directions for writing actually include a strategy statement that is intended to suggest an approach for those students who might have some difficulty getting started. It provides the beginning of a possible plan for the writer's piece. An example is

> *Think about one of your jobs or chores.*
>
> *Now explain why you do your job or chore.*

SPECIFICATION FOR PERSUASIVE WRITING PROMPTS

Purpose of prompt specification – To ensure that all prompts tell the students the subject (topic), the purpose, and the audience.

Definition of persuasion – It is writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action. If it is important to present other sides of an issue, the writer does so, but in a way that makes his or her position clear. The unmistakable purpose of this type of writing is to convince the reader of something.

Cue words that should be used in persuasive prompts are "convince," "persuade," and "why." Persuasive prompts should avoid the term "how" because it tends to elicit narrative writing.

Introduction

Prompts contain two types of statements: Writing Situation and Directions For Writing. Each element of the prompt may be one or several sentences long.

Writing Situation

The writing situation statement directs the student to write on a specific topic described by a key word or phrase. This topic, established by a key word or phrase or the student's narrowing of it, serves as the central theme of the student's written response. The statement provides examples or definitions of the theme. The intent is to provide a common understanding of the meaning of the theme by expanding, restating, or clarifying it for the student. The intent is not to preclude the student's narrowing or restating of the theme to suit his or her own plan. An example is

> *The principal at your school has been asked to discuss with a parent group the effect watching television has on students' grades.*

Directions for Writing

The directions for writing actually include a strategy statement that is intended to suggest an approach for those students who might have some difficulty getting started. It provides the beginning of a possible plan for the writer's piece. An example is

> *Think about the effect watching television has on your grades and your friends' grades.*
>
> *Now write to convince your principal to accept your point of view on the effect watching television has on grades.*

COMMITTEE EVALUATION FORM

Purpose of Writing _____

Prompt Number _____ Grade Level_____

Interest Level of Prompt

1. Will students find the topic interesting? Yes ____ No ____
2. Will students be able to relate to the topic? Yes ____ No ____

Bias in Prompt

3. Is the topic of the prompt biased? Yes ____ No ____
4. Is the wording of the prompt biased? Yes ____ No ____
5. Is the prior knowledge required to write on the topic biased? Yes ____ No ____
6. Will the prompt tend to elicit responses that are unduly emotional or in some other way difficult for readers to fairly judge? Yes ____ No ____

Purpose of Writing

7. Are the requirements of the prompt clear? Yes ____ No ____
8. Will the prompt tend to elicit writing in the desired purpose of writing? Yes ____ No ____

Wording of Prompt

9. Is the wording of the prompt misleading? Yes ____ No ____
10. Are the syntax, vocabulary, and readability of the prompt appropriate for the majority of students? Yes ____ No ____

Organization of Response

11. Will the prompt tend to elicit listing-type responses or clichés? Yes ____ No ____
12. Is the prompt at fault for over-suggesting a method of organization? Yes ____ No ____
13. Will the prompt fail to suggest a method of organization? Yes ____ No ____
14. Will students be able to fully respond to the prompt within the designated testing period? Yes ____ No ____

Should the prompt be part of the prompt pool? Yes ____ No ____

Reviewer's signature _____

Date _____

APPENDIX F

READER BIAS

Reader bias refers to personal factors that have no basis in the scoring criteria or rubric, but have an effect on a reader's perception of a student response. Readers are trained to avoid these biases because research indicates that biases can interfere with the consistent application of the scoring rubric.

1. **Appearance of Response**. How does the paper look at first glance? Handwriting, neatness, and margins are not part of Florida's scoring criteria.

2. **Length of Response.** How long is the response? Quality, not quantity, is part of Florida's scoring criteria.

3. **Fatigue of Reader.** How many responses has the reader scored? Each student will receive a score, and the score must reflect the scoring standards and not the reader's fatigue.

4. **Repetition of Responses.** How many responses have looked a great deal alike? In spite of the sameness of some responses, each response was written by an individual student who will be receiving a score report.

5. **Clashes with Content.** Has the student used vulgar or violent content? Is the response mundane? A reader's agreement with a student's point of view or use of language is not part of Florida's scoring criteria.

6. **Reactions to Style.** Does the student begin sentences with "And" or "But," use an informal tone, use the first person, use clichés, place the thesis statement in the conclusion rather than in the introduction, or use one-sentence paragraphs? Is the reader unduly influenced by the use of one well-turned phrase in what otherwise is a nonillustrative response? Florida's scoring criteria do not mandate a particular style.

7. **Reactions to Perceived Personality of the Writer.** Does the student come across as brash, shy, cute, honest, willing to take a chance, or being like the reader was at that age? Readers are scoring the words written in the folder, not the student's personality. Personality is not part of Florida's scoring criteria.

8. **Reactions to Writing Criteria from Other Assessments or to Previous Experience with Writing Instruction.** Does the reader have personal reactions to the scoring criteria for other states' or grades' responses, the issue of the developmental appropriateness of the rubric, or the soundness of the administration of the assessment? Before being used statewide, the prompts and rubrics of the Florida Writing Assessment Program were developed by advisory committees of Florida educators and citizens and were verified by use with hundreds of students. The administration procedures and scoring standards were analyzed and validated by the committees. The reader's role is to score the responses according to the scoring criteria rather than to react to the administration procedures or the scoring criteria.

APPENDIX G

INSTRUCTIONAL IMPLICATIONS FOR EACH SCORE POINT

GRADE 10

6 Points

According to the rubric, the writing is tightly focused, logically organized, and substantially developed. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure, and conventions are generally correct.

A score of 6 does not mean that the paper is perfect. In most cases, the writing could be improved by instruction that emphasizes

- organization of internal elements (a beginning, middle, and end for each idea and not just for the total paper);
- elaboration of all supporting details; and
- precision and maturity of word choice.

5 Points

According to the rubric, the writing is clearly focused, logically organized, and amply developed. A mature command of language is demonstrated. However, word choice may not be precise. Sentences vary in structure, and conventions are generally correct.

In most cases, the writing could be improved by instruction that emphasizes

- organization of internal elements (a beginning, middle, and end for each idea and not just for the total paper);
- elaboration of all supporting details; and
- precision and maturity of word choice.

4 Points

According to the rubric, the writing is focused but may contain loosely related information, may lack internal organization, and may include weak support or examples. Word choice is adequate. Sentences vary in construction, and conventions are generally correct.

In most cases, the writing could be improved by instruction that emphasizes

- removing loosely related information;
- strengthening the organizational pattern to ensure that no lapses occur and that transitional devices move the reader from one sentence, argument, or explanation to the next;

- developing the supporting ideas through extensions, elaborations, or both; and
- improving word choice.

3 Points

According to the rubric, the writing is generally focused but may contain loosely related information, a simplistic organizational pattern, and undeveloped details or examples. Word choice is adequate. There is some variation in sentence structure, and conventions are generally correct.

In most cases, the writing could be improved by instruction that emphasizes

- removing loosely related information;
- developing the organizational pattern to include a beginning, middle, end, and transitional devices;
- developing the supporting ideas through extensions, elaborations, or both;
- improving word choice; and
- increasing sentence variety.

2 Points

According to the rubric, the writing is focused but may contain extraneous information, a simplistic organizational pattern, and undeveloped details or examples. Word choice may be limited. Most sentences are simple construction, and convention errors occur.

In most cases, the writing could be improved by instruction that emphasizes

- removing the extraneous information;
- developing the organizational pattern to include a beginning, middle, end, and transitional devices;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety; and
- correcting spelling, punctuation, capitalization, and sentence construction errors.

1 Point

According to the rubric, the writing addresses the topic but may follow a simplistic organizational pattern and contain little relevant support. Word choice is limited or inappropriate. Frequent convention errors may occur.

In most cases, the writing could be improved by instruction that emphasizes

- removing the extraneous and loosely related information;
- developing an organizational pattern that includes a beginning, middle, end, and transitional devices;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety; and
- correcting spelling, punctuation, capitalization, and sentence construction errors.

Unscorable – Response Not Related to Assigned Topic

According to the rubric, the writing did not address the assigned topic. This score category is not a statement about the quality of the writing; instead it is a statement about the focus of the writing.

The writing could be improved by instruction that emphasizes focusing on the assigned topic.

Unscorable – No Response or Unreadable Response

According to the rubric, there was no response or an unreadable response.

The writing could be improved by instruction that emphasizes

- arranging words so that meaning is conveyed or
- writing a sufficient amount and addressing the prompt so that scoring is facilitated.

APPENDIX H

RECOMMENDED READINGS

Atwell, Nancy. *Coming to Know: Writing to Learn in the Intermediate Grades.* Portsmouth, NH: Heinemann Educational Books, 1990.

This is a book for teachers who are ready to put writing to work across the curriculum – to abandon the encyclopedia-based approach and ask their students to write as literary critics, scientists, historians, and mathematicians.

Atwell, Nancy. *In the Middle: Writing, Reading, and Learning with Adolescents.* Portsmouth, NH: Heinemann Educational Books, 1990.

This is a convincing account of Atwell's experiences in an eighth grade classroom. She shares her discoveries about what is wrong with traditional methods of teaching reading and writing to middle school students and her thoughts about what is helpful in classroom workshops for young readers and writers.

Calkins, Lucy McCormick. *The Art of Teaching Writing.* Portsmouth, NH: Heinemann Educational Books, 1986.

Readers will learn from Calkins how teachers can help K-6 students use the writing process and improve their writing.

Calkins, Lucy McCormick. *Lessons from a Child.* Portsmouth, NH: Heinemann Educational Books, 1983.

In this story of one child's growth in writing, Calkins describes a workshop approach to teaching writing that has spread to classrooms around the country.

Calkins, Lucy McCormick and Shelly Harwayne. *Living Between the Lines.* Portsmouth, NH: Heinemann Educational Books, 1990.

This is an invitation to bring new life into reading-writing workshops. This book weaves insights, practical suggestions, references, and anecdotes into an inspirational story.

Caplan, Rebekah. *Writers in Training.* Palo Alto, CA: Dale Seymour Publications, 1985.

In this practical handbook on techniques and activities, Caplan outlines her "Show not Tell" approach for descriptive essays, her strategies for argumentative essays, and her many other ideas for good writing.

Clark, Roy Peter. *Free to Write.* Portsmouth, NH: Heinemann Educational Books, 1987.

This book answers questions about how to work writing into the curriculum, how to create a classroom environment that encourages writing, how to conference with students about their writing, and how to get students to revise and edit their work.

Dean, Rosemary and Marie Ponsot. *Beat Not the Poor Desk: Writing – What to Teach, How to Teach It, and Why.* Upper Montclair, NJ: Boynton and Cook, 1982.

This book presents a revolutionary, inductive approach to teaching composition. It helps students develop elemental skills, not by drill, but by incremental repetition of integrated writing assignments.

Dean, Rosemary and Marie Ponsot. *The Common Sense.* Upper Montclair, NJ: Boynton and Cook, 1985.

This book focuses on the expository essay in an active composing class and stresses the importance of reading aloud.

Elbow, Peter. *Writing Without Teachers.* New York, NY: Oxford University Press, 1973.

Elbow's program for learning how to write also works for teachers. Chapter 4 describes how teachers can set up peer response groups in their classrooms.

Elbow, Peter. *Writing With Power.* New York, NY: Oxford University Press, 1981.

Through a broad spectrum of ingenious ideas, this book shows how to develop students' natural writing ability.

Florida Department of Education. *Florida Writes!* Tallahassee, FL: Author, 1999.

Florida Writes! Report on the 1999 Assessment, Grade 4; Florida Writes! Report on the 1999 Assessment, Grade 8; and *Florida Writes! Report on the 1999 Assessment, Grade 10* describe the development, purpose, content, and application of the writing assessment program, and they suggest activities that are helpful in preparing students for the assessment.

Gallo, Donald R. *Speaking for Ourselves.* Urbana, IL: National Council of Teachers of English, 1990.

This book includes autobiographical sketches of notable authors of young adult books.

Goodman, Kenneth S., Yetta M. Goodman, and Wendy J. Hood. *The Whole Language Evaluation Book.* Portsmouth, NH: Heinemann Educational Books, 1989.

In order to answer questions about how to evaluate students in a whole language classroom, the authors use ideas that are grounded in proven methods.

Gordon, Naomi, ed. *Classroom Experiences: The Writing Process in Action.* Portsmouth, NH: Heinemann Educational Books, 1983.

This is a collection of articles written by teachers who give accounts of their successes in teaching writing.

Graves, Donald. *Writing: Teachers and Children at Work.* Portsmouth, NH: Heinemann Educational Books, 1983.

This book has become the basic text in the movement that established writing as a central part of literacy education and gave impetus to the whole language approach.

Irvin, Judith. *Reading and the Middle School Student.* Old Tappan, NJ: Allyn and Bacon, 1990.

Significant advances in literacy teaching and learning form a backdrop for this engaging discussion of what middle-level educators need to know to design a successful reading program.

Kiester, Jane Bell. *Caught 'Ya.* Gainesville, FL: Maupin House, 1990.

This is a how-to book that describes a fun and motivational approach to teaching mechanics and usage through a daily revision activity.

Kirby, Dan and Tom Liner. *Inside Out.* Portsmouth, NH: Heinemann Educational Books, 1988.

This is a widely used teacher text about helping junior and senior high students learn to write. This book dispels long-held myths and offers fresh insights.

Moffett, James. *Active Voice: A Writing Program Across the Curriculum,* 2nd ed. Portsmouth, NH: Heinemann Educational Books, 1992.

This is a program of writing assignments based on ideas presented in *Teaching the Universe of Discourse* and *Coming on Center.* This edition includes a new chapter, "Bridges: From Personal Writing to Formal Essay."

Murray, Donald. *The Craft of Revision.* Fort Worth, TX: Holt, Rinehart, and Winston, Inc., 1991.

This is an excellent book about the writing process.

Murray, Donald. *Expecting the Unexpected: Teaching Myself and Others to Read and Write.* Upper Montclair, NJ: Boynton and Cook, 1982.

The 24 articles in this collection show the range of Murray's interests and concerns as he looks at writing from the writer's as well as the teacher's experience.

Murray, Donald. *Learning by Teaching.* Upper Montclair, NJ: Boynton and Cook, 1982.

This is an excellent book about the writing process.

Nathan, Ruth, Frances Temple, Kathleen Juntenen, and Charles Temple. *Classroom Strategies That Work: An Elementary Teacher's Guide to Process Writing.* Portsmouth, NH: Heinemann Educational Books, 1988.

Classroom Strategies is for teachers who are interested in using process writing but who need detailed suggestions for getting started. This book discusses many ways to enrich and inform young writers.

Newkirk, Thomas. *Critical Thinking and Writing: Reclaiming the Essay.* Urbana, IL: National Council of Teachers of English, 1989.

The author shares his doubts about the thesis-controlled essay and his ideas for the critical-thinking essay.

Newman, Judith M., ed. *Whole Language: Theory in Use.* Portsmouth, NH: Heinemann Educational Books, 1985.

Through its 18 chapters, many of which are written by practicing teachers, this book shows how whole language theory can be put into practice.

Parsons, Les. *Response Journals.* Portsmouth, NH: Heinemann Educational Books, 1990.

Teachers are taken step by step through a system for using response journals. This book includes ready-to-use pages and students' sample responses.

Perl, Sondra and Nancy Wilson. *Through Teachers' Eyes.* Portsmouth, NH: Heinemann Educational Books, 1988.

The authors spent two years living in the homes of the classroom teachers they observed, teachers who daily faced the challenge of teaching writing.

Rico, Gabriel Lusser. *Writing the Natural Way.* Los Angeles, CA: J.P. Tarcher, Inc., 1983.

In a practical way, Rico applies important brain research to the teaching of writing. She explains how clustering can be used to find and explore topics and how visuals can be used in the drafting and organizing stages.

Rief, Linda. *Seeking Diversity: Language Arts with Adolescents.* Portsmouth, NH: Heinemann Educational Books, 1992.

Rief discusses the mechanics of writing and reading workshops in a traditional middle school setting and her solutions to the difficulties of teaching reading and process writing to 125 students a day, five days a week.

Romano, Tom. *Clearing the Way: Working with Teenage Writers.* Portsmouth, NH: Heinemann Educational Books, 1987.

Romano, a ninth grade English teacher for many years, discusses the theory and practice of process writing, methods for grading, respect for student writing, and many other useful topics in a very enthusiastic and readable style.

Routman, Regie. *Invitations.* Portsmouth, NH: Heinemann Educational Books, 1991.

This book begins where Routman's *Transitions* leaves off. *Invitations* provides in-depth information and step-by-step lessons on such topics as shared reading and writing and journal writing.

Routman, Regie. *Transitions: From Literature to Literacy.* Portsmouth, NH: Heinemann Educational Books, 1988.

This book is designed to present alternatives to skill-oriented basal texts and to provide teachers and parents with the knowledge necessary to make the change.

Ruth, Leo and Sandra Murphy. *Designing Writing Tasks for the Assessment of Writing.* Norwood, NJ: Ablex Publishing Corporation, 1988.

This is an essential primer for people who are just beginning to develop a large-scale writing assessment program.

Smith, Frank. *Essays Into Literacy.* Portsmouth, NH: Heinemann Educational Books, 1983.

This book contains a number of Smith's classic papers, such as "Twelve Easy Ways to Make Learning to Read Difficult," and some new articles.

Spandel, Vicki and Richard J. Stiggins. *Creating Writers: Linking Assessment and Writing Instruction.* White Plains, NY: Longman, 1990.

This book demonstrates that links can and should exist between the instruction and the assessment of writing.

Stires, Susan, ed. *With Promise: Redefining Reading and Writing Needs for Special Students.* Portsmouth, NH: Heinemann Educational Books, 1991.

Teachers and researchers confront such issues as labeling, testing, programming, and developing skills for "special" and "at-risk" students in elementary and middle schools. They describe positive environments and holistic approaches for reading and writing.

Tierney, Robert J., Mark Carter, and Laura Desal. *Portfolio Assessment in the Reading/Writing Classroom.* Norwood, MD: Christopher Gordon, Inc., 1991.

This book answers many questions about portfolio assessment and suggests methods for portfolio self-assessment.

Trelease, Jim. *The Read-About Handbook.* New York, NY: Penguin Books, 1982.

This book gives suggestions for Sustained Silent Reading (SSR) and for reading aloud. An annotated bibliography of children's literature is included.

White, Edward M. *Teaching and Assessing Writing.* San Francisco, CA: Jossey-Bass Inc. Publishers, 1985.

White provides the fundamental skills teachers need to design and evaluate writing assignments and to guide students toward improved writing skills.

Yancy, Kathleen, ed. *Portfolios in the Writing Classroom: An Introduction.* Urbana, IL: National Council of Teachers of English, 1992.

Classroom teachers from various backgrounds reflect on how using portfolios has shaped their teaching. They discuss ways to introduce portfolios into the classroom, and they describe various models and practices for portfolio projects.

Zemelman, Steven and Harvey Daniels. *A Community of Writers: Teaching Writing in the Junior and Senior High School.* Portsmouth, NH: Heinemann Educational Books, 1988.

This book offers detailed guidance for all aspects of teaching and using writing, from workshop methods to grammar instruction and evaluation.

Zinsser, William. *On Writing Well,* 4th edition. New York, NY: Harper and Row, 1990.

This is a helpful and readable guide to writing.

Tallahassee, Florida

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